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ABSTRACT

This study investigated the relationships between Turkish preservice teachers' sense of self-efficacy; their beliefs about their colleagues, the students, and the administration; and their attitudes about student control. The study also examined whether these factors were influenced by education, age, gender, and educational attainment level. A group of 310 teachers from 22 elementary schools completed a questionnaire that asked about their personal characteristics and their beliefs about teaching efficacy, the administrator, their colleagues, the students, and student control. Data analysis indicated that these factors differed significantly according to respondent gender, age, education, preferred student attitudes, approval of the administration, and teacher collegiality. Female teachers perceived their students as more eager to learn, more respectful to each other, and more responsible for their tasks. They were more authoritarian than male teachers in controlling their students and prioritized disciplinary rules in classroom management. Age influenced teachers' beliefs about students and teacher collegiality. Older teachers believed that students were more willing to learn but had a tendency to control students with rules and in a bureaucratic manner. Teachers with higher education levels expected more achievement from students. (Contains 28 references.) (SM)

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THE CORRELATION OF THE FACTORS:THE PROSPECTIVE TEACHERS' SENSE OF EFFICACY AND BELIEFS, AND ATTITUDES ABOUT STUDENT CONTROL

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Subject :Research on the prospective teachers' sense of efficacy, attitudes about student control and the teachers' beliefs

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THE CORRELATION OF THE FACTORS:THE PROSPECTIVE TEACHERS' SENSE OF EFFICACY AND BELIEFS, AND ATTITUDES ABOUT STUDENT CONTROL

ABSTRACT

In this research study, the correlation among the variables which are about the prospective teachers' sense of efficacy; their beliefs about the work group, the students and the administration, their attitudes about student control was searched out. It was also tried to find out that if all those concepts have discriminations depending on the education, age, sexuality and professional duration.

A questionnaire that was administrated in respect of the aim assumed above was conducted on 310 teachers from 21 elementary schools.

In accordance with the findings as a result of the research, it was found out that prospective teachers' sense of efficacy, the tendency for controlling the students, their beliefs about the work group, the administration and the students have discriminations depending on the education level, age, sexuality and professional duration.

Key Words: Teacher's Belief, Prospective Teachers' Sense of Efficacy, Attitudes About Student Control

Problem

The basic goal of educational activities is to generate desired attitudinal alterations in individual. Since the raw material of educational organizations is human being and outcome is his attitudinal alteration, the interaction of the groups within the organizations could possibly affect a student's learning level directly or indirectly.

In this respect, teachers'beliefs about the groups (administer, teacher, student) to which they belong or by which they are affected, and the efficiency of the groups on teachers could possibly have influence both on teachers' behaviors and on the teachers' sense of efficacy in professional dimensions.

Depending on the researches in the educational fields, it is possible to state that there have been relationships between the characteristics of the teachers and the behavior or learning of students (Dunkin, Biddle, 1974). It was also determined that teachers' sense of efficacy is related to such significant variables as student achievement (Armor et.al., 1976), student motivation (Midgley , Feldlaufer, Eccles, 1989; Woolfolk, Rossoff, & Hoy, 1990), teachers' adoption of innovations (Berman, McLaughlin, Bass, Pauly & Zelman, 1977; Guskey, 1988; Smylie, 1988), superintendents' ratings of teachers' competence (Trentham, Silvern, Brogdon, 1985) and teachers' classroom management strategies (Ashton, Webb, 1986).

It is clear that the concept of teacher efficacy has been identified in different ways depending on the quality of the research. Teachers' sense of efficacy, "their belief in their ability to have a positive effect on student learning (Ashton, 1985, p.142). Ashton, Webb, Doda (1983) defined efficacy in the direction of "*outcome expectations*" and "*efficacy expectations*" depending on Bandura's Cognitive Social Learning Theory. Bandura (1986) states that motivation of a person is judged with his/her capacity while performing the actions (outcome expectations). In other words, the basis of motivation is represented with a persons's level of judgements of the relationship between action and outcome.

In the scale which was developed by Gibson and Dembo (1984) about outcome and efficacy expectations, the teacher's beliefs about a student's own performance for knowledge and ability is defined as "*personal teaching efficacy*"; teacher's own responsibility for a student's acquired knowledge is defined *as general teaching efficacy*". The basis of personal teaching efficacy is represented with teacher's perceiving himself positively in respect of professional dimension, the basis of the general teaching efficacy is represented with teacher's perceptions and depends on the effects of external factors on student's motivation and performance.

Guskey and Passaro (1993) differ personal teaching efficacy and general teaching efficacy with respect to negative or positive aspects: the former is internally positive and externally negative in the sense of egocentricity; the latter one is internally positive in the respect of professional knowledge and ability, but externally negative depending on the environmental factors; e.g. family.

Depending on these statements, we can agree that personal teaching efficacy is internally positive and general teaching efficacy is externally negative.

On the other hand, it is also stated that professional and personal relationships (Ellet, Master, 1978; Little, 1982; Meyer, Cohen, 1971), administer's achievements (Brookover, Lezottle, 1977; Edmons, 1979; Ellet, Welberg, 1979) and academically high performance expectations (Brookover et.al., 1978; Ellet, Masters, 1978) all depend on the intensity of the relations between student achievement and teacher's efficacy. It has also been asserted that teacher efficacy is affected with the attitudes of school administration for preventing teachers from possible environmental stress and for supplying teachers some opportunities in sharing the decisions about the educational activities.

Besides, it is claimed that there have been direct relations between the power of school administration for having on effect on teacher's employee rights and teacher's personal teaching efficacy (Hoy, Woolfolk, 1993). Therefore, it is possible to state that the close relationship of administrator and teachers in a school and teachers' beliefs about the attitudes and applications of administration through them can affect teacher efficacy. On the other hand, the personal teaching efficacy of teachers gets increased when teachers perceive that some perfect objections are formed among the teachers in a school, the academical superiority has been regarded and a serious and organized situation has been created (Celep, 1997b).

It is also attached that the teacher's sense of efficacy, teachers' attitudes about control, and their beliefs about students are all interrelated (Enochs, Schamann, Bigs, 1995). What's more, the teachers who perceive the students as the undisciplined and irresponsible individuals take more disciplined conditions into consideration; the teachers who have humanistic perspective for students believe that learning situation should be in cooperation and the students in that situation should learn with experiences; besides, those teachers have greater beliefs about the students'capacities (Hoy, Woolfolk, 1990). The teachers' attitudes are, on the other hand, more strict towards the students who are expected lower performance from, while they are more sensitive for the students who are expected higher performance from (Poctor, 1984).

Doyle (1986) suggests that one of the most important tasks of teachers is to establish and maintain order in the classroom. That task is more problematic for prospective-teachers. As a

result of the researches, it has been seen that prospective-teachers have been free from doubt in respect of their professional expectations before they get into the occupation, but after they get into the occupation, the personal teaching efficacy becomes more dominant than the general teaching efficacy when their inefficacy is exposed. Moreover, prospective-teachers get a tendency towards a more custodial orientation after they get into the occupation, though they support student's autonomy before getting into the occupation (Celep, 1997a).

To sum up, it is possible to state that the teachers' beliefs about school administration, work group and students may affect each other respectively with teachers' sense of efficacy and teachers attitudes about student control. In that case, the attitude of administration oriented towards teachers may have an influence on the interaction among teachers and on perceiving and controlling students by teacher's sense of efficacy. So, students' achievement can be affected negatively or positively. In that respect, there appear such significant questions as how the applications of school administration especially in the first term of elementary education, and how the relationships of teachers affect a teacher's sense of efficacy that have great implications over students' achievement; what types of beliefs teachers have about students; and if the form of attitudes about student control are clear enough on the motivation of the students or not.

The Research Aim

The aim of this research is to find out the quality of the relationships between prospective teacher's attitudes about student control, this beliefs about prospective teachers' sense of efficacy administration, work group and students, and prospective teachers' sense of efficacy; and also to determine how the conditions are changeable in the perspectives of age, education, sexuality and vocational seniority.

The Method

The Research Model

The research was conducted in accordance with survey method, and the theoretical base of the study was formed after the literature relevant to the subject was investigated.

The Population and the Sample

The research was conducted in the primary schools and in the primary parts of the elementary education in the districts of Zonguldak. 22 schools (15 primary schools and 7 elementary schools) and 310 teachers as research subjects were included into the research without bias

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Data and Data Collection

The questionnaire that was formulated for the teachers in this research process is the data of the study. The questionnaire has two parts; the first part is about the personal information and the second one involves 4 questions with two choices (yes, no) and Likert-typed 44 questions with 5 choices which are the teachers' beliefs about teaching efficacy, the administrator, the work group, the students and attitudes about student control.

Scale Formulation

A Likert-type scale consisting of 44 items with 5 choices was formulated depending on the theoretical approaches, then the data was obtained through those 5 choices.

Therefore, the scale includes 6 items for the teachers' beliefs about the administrator, 3 items for the teachers' beliefs about work group, 7 items for the teachers' beliefs about the students, 6 items for the attitudes about student control, 3 items for personal teaching efficacy, and 5 items for general teaching efficacy.

30 items of the scale were taken into consideration for evaluation after 14 items were omitted for the item analysis. It was tested that the scale does not have one dimensional structure but it includes 6 independent factors. The varimax solution of this factors are given in Table 1.

Beliefs About the Administrator: 6 questions- one depends on negative, the rest depend on positive judgements- were formulated in order to determine the teachers' beliefs about the school administrator. For the present 6 questions, the Cronbach Alfa coefficient of reliability is .87.

Beliefs About the Work Group: A scale was developed for determining how the social relationships among the teachers have been perceived by them depending on "The Social Relations in Teachers Efficacy Scale" that was developed by Nevmann, Rutter and Smith (1989). For our scale, 2 items of 3 were taken from this scale and one item was added. The Cronbach Alfa coefficient of reliability of that subtest is .65.

Beliefs about the Students: In accordance with cognitive learning theory, the belief of teachers about on individual's competence in certain activities and the judgements of teachers about the consequences of those actions affect the individual's motivation (Bandura, 1986). Depending on this theory, it has been asserted that the teachers' behaviors for classroom

management can vary according to the situation in which the students are perceived negatively or positively by the teachers. Besides, in the theory about the teachers' expectations from the students (Poctor, 1984), it is claimed that the teachers' attitudes for teaching activities have been affected by the teachers' higher or lower expectations. The scale which was developed depending on those theories for getting information about the teachers' beliefs about the students includes 7 items. The Cronbach Alpha coefficient of reliability of that scale is .70.

Teacher's Attitudes about Student Control : It is claimed that if the controlling dimension of an action attracts an individual's attention more widely than the informational aspect of the action, the results will lessen the intrinsic motivation of the individual; but when the informational aspect is given preference to, the action gets intrinsic motivation continued or increased (Deci, Schwartz, Scheinman, Ryan, 1981). It is also declared that teachers have a tendency for controlling the classroom by taking into consideration either the students' activities or their efforts and learning levels within the classroom (Ryan, Connell, Deci, 1985). For this research the scale which was developed depending on those theories for determining the teachers' attitudes about student control is consisted of 6 items. The Cronbach Alpha coefficient of reliability of the scale is .66.

The Teacher's Sense of Efficacy : The scale which was formulated for this research study depending on the scale (by Gibson and Dembo, 1984) about the teacher's sense of efficacy consists of two independent sub-dimensions -personal teaching efficacy (3 items) and general teaching efficacy (5 items)-. The Cronbach Alpha coefficient of reliability for personal teaching efficacy is .45, and for general teaching efficacy is .46. There have been correlations between these factors (*See Table 2*)

Data Analysis and Evaluation :

The data about personal information collected through the questionnaire were evaluated according to the frequency and percentile ratios. On the other hand, a correlational survey among the factors was held in accordance with sexuality, professional duration and age groups. Another correlational survey among the factors was held in accordance with the such independent variables as "the student behavior that is approved in the classroom" "if the students are willing to learn", "if the relationship of the teachers are approved", and" if the teachers approve the administrative application in the schools". The choices in the scale were

graded as 1) never, 2) rarely, 3) sometimes, 4) mostly, 5) always. But 4 items were graded in the opposite way.

FINDINGS AND INTERPRETATION

The findings of the current research are explained under the sub-titles of personal information, sexuality, age groups, education level, approved student attitudes in the classroom, beliefs about the student's voluntary attitudes for learning, approving the relationship of the teachers, and approving the administrative applications in the school.

Personal Information

Of the teachers (research subjects) who were under question 81.3 % were women and 18.7 % were men; 83.19 % of those teachers were between the ages of 31 and 50. The biggest ratio (53.1 %) belonged to the teachers who were between the ages of 41and 50. On the other hand, 89.4 % of the teachers were the graduates from two-year higher education. The professional duration of the teachers in the sample were determined as: 49.3 % of the teachers have been working for 16-25 years and 28.2 % of the teachers have been working for 26 years or more.

The Responses in Accordance with Sexuality

As a result of the correlational analysis which was done in order to determine if there were any significant discriminations among the responses in the dimension of each factor in accordance with sexuality, it was concluded that there were significant discriminations for the teachers' beliefs about the students and the work group, and the attitudes about student control.

Teachers' Beliefs about the Students: In spite of the male teachers, the female teachers commended that the students exerted greater efforts for learning more ($t=2.68$, $p<.01$), most of the students in the classroom had enough competence for learning the subjects that were suitable for their levels ($t=1.46$, $p<.01$), and each student respected for the other's achievement ($t=2.50$, $p<.01$).

The Attitudes of Student Control: The female teachers were more authoritarian than the male teachers about student control although the female teachers relied upon the students more positively than the male teachers. One of the reasons of this result may be due to the fact that a patriarchal mentality is dominant in our society; hence, the authoritarian attitudes of the

male teachers can be approved and accepted easily by the students, but the authoritarian attitudes of the female teachers may not be accepted easily.

Depending on the analysis of the data, it is possible to claim that the female teachers were more custodial than the male teachers in some manners; for example, they wanted the students to obey their desires without raising any objection ($t=2.33$, $p<.02$) to give priority to the superior-inferior relationships while communicating with the students ($t=3.26$, $p<.01$). Besides, uncorrelated views of the male and female teachers on the dimension of those factors were significant ($t=3.01$, $p<.01$).

The Beliefs about the Work Group: The female teachers, when compared with the male teachers, perceived more positively the relationships of the teachers, and they had more information about one an other's personal background ($t=3.82$, $p<.01$). Although there were not any significant discriminations in the responses of other questions, the discriminations between the concepts on the dimension of factors were significant ($t=2.31$, $p<.02$).

The Responses for the Factors According to Age Groups

The "F test" was applied for determining the meaning between the responses of the questions according to age groups. As a result of this test, the items that carry significant discriminations were interpreted on the dimension of each factor.

The Beliefs about the Administer : The teachers from different age groups had different opinions about the school manager's attitudes; for example, he/she evaluates objectively the teachers' work performance ($F=3.05$, $p<.02$), or he/she wants the educational activities to be performed in the direction of his/her decisions ($F=3.26$, $p<.02$).

In that case, we can conclude that at the beginning years of occupational position, the teachers have less confidence about the assumption that the manager evaluates objectively the teachers' professional performance; but, their beliefs get increased as they get older (mean: 3.20, 4.00). Apart from the questions above, there were not any meaningful discriminations on the dimension of the factor.

The Beliefs about the Students: Depending on the current research results, the teachers from upper age groups had strong beliefs about the students that most of them exerted greater efforts for learning better ($F=3.30$, $p<.01$). On the other hand, they also think that the students were

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more willing to learn (F=3.11, p<.02) and they were more active in learning activity even in the absence of the teachers in the classroom (F=3.38, p<.01).

Consequently, it is possible to claim that the teachers from upper age groups perceive the students more positively. The teachers, according to their age groups, have significant discriminating beliefs about the students (F=2.5, p<.03).

Attitudes about Student Control: Depending on the responses of the teachers from upper age groups, it was seen that the teachers gave more importance to those points; "grading" was a motivation tool for the students (F=4.61, p<.01); they had a tendency for controlling the students with discipline rules (F=3.08, p<.02), require the students to obey the rules related to the lessons; and they gave priority to the superior-inferior relationships while communicating with students (F= 7.67, p<.01). Therefore, if the teachers' tendency for controlling the students is taken into consideration in respect of age groups, it can be asserted that the teachers from upper age groups give more importance to controlling aspects (mean: 17.76-23.31; F=3.36, p<.01).

The Beliefs about the Work Group: It is fact that teachers from different age groups perceive the relationship of the teachers in the school in different ways. In the present sample, the teachers, especially from upper age groups, perceive the school like a big collective family (F=2.64, p<.04), and they had beliefs about the other teachers in respect that they were in a collective effort for the students' achievement (F=3.95, p<.01). They, on the other hand, had a tendency to perceive the work group more positively (F=4.74, p<.05).

Teachers' Sense of Efficacy: It was seen that the teachers' personal teaching efficacy manifested itself in different ways in accordance with the age groups. The teachers from upper age groups got self reliance about themselves in the situations that they could easily overcome the family problems the students faced (F=3.87, p<.01) and they were also able to motivate the students through the lesson when the students caused trouble within the classroom (F=3.90, p<.01). The teachers who were at the ages of 20-30 had less confidence than the teachers at the ages of 31-40 about motivating the students through the lesson. However, this situation may get disappeared by the time depending on ageing. Hence, on the dimension of this factor we can say that the teachers' personal teaching efficacy gets increased depending on ageing (F=3.57, p<.01).

The Responses for the Factors According to Educational Level

As a result of the "F test" which was applied according to education level, a significant discrimination was analysed only in the factor for teachers' beliefs about the students. No significant discrimination was analysed in other factors in that respect.

Beliefs about the Students: It was determined that the teachers who had different education levels had different belief about the students. The teachers whose education levels were higher, when compared with the others whose education levels were lower, claimed that their students did not struggle enough for learning better ($F=2.81$, $p<.02$), and they also stated that the students always disregarded one another's achievement ($F=3.33$, $p<.01$). On the other hand, the teachers whose education levels were lower had more sympathetic and positive views about the students on the dimension of this factor. It was determined that the teachers whose education levels were higher thought that the students were inefficient in respect of learning activity; it may be due to the fact that the teachers have higher expectations from the students.

The Approved Student Attitudes in the Classroom

A teacher is in a leader and conductor position within the classroom. Teachers' controlling and management attitudes may be changeable depending on their aspects for controlling the class. In that situation, the "t test" was applied for determining if there had been any significant discriminations between the responses of other items given by the teachers who concerned with the students' learning level or with the students' attitudes for obeying the discipline rules. As a result of the test, a significant discrimination was determined only in the factor for attitudes about student control in respect of both these aspects.

Attitudes about Student Control: It was determined that the teachers who preferred the students to obey the discipline rules, when compared with the teachers who gave more importance to the students'learning levels, had a tendency to control the students mostly through the discipline rules ($t=2.39$, $p<.05$), and had fancy for the students to obey, without any objection, the rules related to lesson ($t=4.20$, $p<.01$). They also gave priority to superior-inferior relationships while communicating with the students ($t=3.02$, $p<.01$). As a result of these aspects, it is possible to declare that the teachers who prefer the students to obey the discipline rules are more authoritarian, while the teachers who give more importance to the students'learning levels are more tolerable in the classroom.

Beliefs About the Students' Voluntary Attitudes for Learning

In the research process, the "t test" was applied on the dimension of each question and each factor for determining significant discriminations among the responses of other questions given by both the teachers who believed that the students were voluntary enough to learn the subjects taught and the teachers who disagree. The results were determined as following:

Beliefs about the Students: The teachers who had beliefs about the students to be voluntary to learn the subjects taught, when compared with the teachers who had opposite beliefs, believed that the students struggled to learn more ($t=4.52$, $p<.01$), marking or external abstract awarding (such as +,-,* etc.) were not satisfactory enough to force the students to do their homework ($t=3.83$, $p<.01$), the students were capable enough to learn each subject that was suitable for their levels ($t=5.04$, pz.05), the students had regard for another's achievement ($t=3.71$, $p<.01$), and the students had less tendency for taking no notice for lesson when they were more tolerated in the classroom ($t=2.05$, $p<.04$).

To sum up, the fact that the teachers who believed that the students were voluntary enough to learn more, when compared with the teachers who had opposite aspects, perceived the students more positively on the dimension of the factor; that view can be claimed depending on the significant discriminations between the two aspects ($t=6.44$, $p<.05$).

Beliefs about Work Group: The teachers who perceived the students to be voluntary enough to learn more were also determined as the teachers who perceived positively the social relationships of the teachers ($t=2.84$, $p<.02$).

Personal Teaching Efficacy: A results of the factor analysis, we can conclude that the teachers who had beliefs about the student's voluntary attitudes for learning, when compared with the teachers who had opposite views, had higher personal teaching efficacy (mean1=12.03, mean2= 11.15). Because those teachers were more competent to overcome the problems of the students that the families caused ($t=3.48$, $p<.01$) and to achieve in teaching with great efforts for troublesome students ($t=2.55$, $p<.01$). In that respect, the discrimination between these both two types of aspects is significant ($t=3.68$, $p<.01$).

General Teaching Efficacy: It was seen that the teachers who had beliefs about the student's voluntary attitudes for learning, when compared with the teachers who have opposite opinions, had lower general teaching efficacy. It was also declared that the students who were involuntary

for learning did not also accept the discipline rules in the school ($t=2.35$, $p<.02$) and the teachers were not effective enough for those students ($t=2.42$, $p<.02$). Therefore, the discrimination between these both aspects of the teachers is significant ($t=3.38$, $p<.01$).

Beliefs about Administer: The teachers who had beliefs about the students' voluntary attitudes for learning also maintained that the school manager appreciated the teachers' work performance, corresponded to the teachers equally, evaluated the teachers' work performance objectively, did not get limitations for the teachers about the educational activities, and communicated with teachers in a sincere situation; those teachers had also more positive concepts about the school administration. The discrimination between these both aspects is significant ($t=3.40$, $p<.01$).

Approving the Relationships of Teachers

The results of the "t test" which was administrated in order to determine the discriminations among the responses of the items replied by the teachers who both approved and disapproved the relationships of the teachers indicated some significant discriminations.

Beliefs about the Work Group: The teachers who approved the relationships of the teachers, when compared with the teachers who disapproved, perceived the school like a big family ($t=10.48$, $p<.01$) and believe that the teachers in the school worked cooperatively for the students' achievement ($t=7.48$, $p<.01$) and has personal information about one another ($t=3.72$, $p<.01$). The discrimination between these both aspects of the teachers is significant ($t=9.71$, $p<.01$).

Beliefs about the Administrator: A parallel correlation was determined between the teachers' beliefs about both the administrator and the relationships of the teachers. Because the teachers who approved the relationships of the teachers also judged the relationships with the administrator positively. The teachers who approved the relationships of teachers in the school declared that the administrator evaluated the teachers' work performance objectively ($t= 5.32$, $p<.01$), corresponded to the teachers equally ($t=4.59$, $p<.01$) and communicated with the teachers face to face and in a sincere situation.

Approving the Administrative Applications in the School

According to the responses of items replied, it was seen that the teachers who approved or disapproved the administrative applications in the school had different aspects about the work group and the administrator.

Beliefs about the Work Group: The teachers who approved the administrative applications in the school, when compared with the others who disapproved, perceived the school like a big family ($t=5.39$, $p<.00$), and declared that the teachers in the school worked cooperatively for the students' achievement ($t=4.61$, $p<.01$) and had ideas about one another's personal background ($t=3.50$, $p<.01$). The discrimination between those two aspects is significant ($t=6.01$, $p<.01$).

Beliefs about the Administrator: The teachers who approved the administrative applications in the school declared that the manager evaluated the teachers' work performance objectively ($t=6.60$, $p<.01$), corresponded to the teachers equally ($t=7.53$, $p<.01$), appreciated the teachers' work performance ($t=6.05$, $p<.01$) and communicated with the teachers face to face ($t=4.00$, $p<.01$) and sincerely ($t=6.44$, $p<.01$).

CONCLUSION

The result of the research indicates that items for the beliefs about the students, the administration and the work group, the prospective teachers' sense of efficacy and this attitudes about student control display variability in accordance with the factors about sexuality, age, education, preferred student attitudes, approving the administration and the relationship of teachers. As a result of the research, the responses of the prospective teachers were analysed and it was seen that the female teachers, when compared with the male teachers, perceived their students as more voluntary for learning, more regardful to another and more responsible for their tasks. Furthermore, although the female teachers approved the relationships of the teachers in school, they are more authoritarian than the male teachers about the tendency for controlling the students. Because they gave priority to discipline rules in classroom management. Having positive beliefs about the students and giving priority to discipline rules are the attitudes that display contrastive situations. Due to the fact that in our society (in Turkey), patriarchal aspect is dominant, the students confirm the management of the male teachers easily while ignoring the expectations of the female teachers.

The teachers had more beliefs about the students and the work group depending on the ageing. In other words, the teachers from upper age groups perceived the students as more voluntary for

learning and approved the relationship of the teachers. On the other hand, they had a tendency for controlling the students with disciplined rules and in a bureaucratic manner. The reason of this situation, in one way, may be as a result of the reality that the teachers do not reform themselves in respect of professional expectations, and they are exposed to be inefficient in managing the class with their professional knowledge, therefore they try to manage the class with discipline rules. This assumption seems to be supported with the idea that personal teaching efficacy is prior to general teaching efficacy at the upper ages.

It was also determined that the aspects of the teachers displayed dissimilarities in accordance with their educational levels. The teachers who had higher educational levels believed that the students did not struggle for learning more. In that case, we can state that as education levels of the teachers get higher, their expectations from the students get more. The teachers who have bachelor degree expect more achievement from the students.

This research study demonstrated that the teachers who gave more importance to the student's level of obeying discipline rules rather than this level of learning activity had a tendency for strict controlling attitudes within the classroom. The teachers who perceived the students as more voluntary to learn declared more different ideas than the teachers who had opposite beliefs about the students, the work group, the administrator and the general and personal teaching efficacy. The teachers who had beliefs about the students' voluntary attitudes for learning more perceived the students as the individuals who were regardful for one another's achievement, struggled for more learning and had satisfactory capacity for learning. Those teachers also believed that the interaction between the teachers and the administrative applications for teachers were satisfactory enough. Besides, those teachers' level of personal teaching efficacy was higher than the level of general teaching efficacy; rest of the teachers, who did not had beliefs about the students' voluntary attitudes for learning had opposite ideas about those items.

As a result of the research, it was determined that the teachers who approved the interaction between the teachers and the administrative applications, when compared with the teachers who rejected those items, had positive judgements for the work group and the administration . In that respect, it is possible to assert that the interaction of the teachers and the administrative applications for teachers may both affect each other.

To sum up, the teachers' beliefs about the students can be affected with education level, age, sexuality and with the beliefs about the students' voluntary attitudes to learn more. In that respect, such points as being a female teacher, having beliefs about the students' voluntary attitudes to learn more, being from upper age groups and having higher education level all have positive effects on the teachers' beliefs about the students.

Attitudes about student control, on the other hand, can be affected with age, sexuality, caring for discipline rules and learning more within the classroom. Besides, we can state that the prospective teachers give priority to discipline rules while controlling the students, female teachers care for the discipline rules more than male teachers, and the teachers who consider the students' learning capacity are more tolerable for the students.

The teachers' beliefs about the work group is also affected with age, education level, having belief about the students' voluntary attitudes for learning, approving both the relationship of the teachers and the administrative applications. As a result of current research, we can hypothesize that the teachers' sense of efficacy displays variability only according to their ages; personal teaching efficacy gets increased as the age groups of the teachers get advanced but general teaching efficacy gets decreased.

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Table 1

Six-Factor Varimax Solution For The 30 Items And Reliability Analysis -Corrected -Item-Total Correlation

FACTOR	I	II	III	IV	V	VI	*Items Analysis Items-Total Factor Score*
8. The manager appreciates the teachers' work performance	**.78**	-.03	.08	.18	.07	.02	.71
18 The manager corresponds to the teachers equally	**.82**	.09	-.02	.09	.04	-.00	.78
26. The manager evaluates objectively the teacher's work performance	**.77**	.01	.04	.28	.07	-.05	.74
30. The manager wants the educational activities to be done as he/she wants*	**.53**	.18	.16	.23	.15	.06	.35
35. The communication between the manager and the teachers is face to face.	**.76**	.18	.00	.02	.04	.06	.68
41. The communication between the manager and the teachers is in a sincere context	**.82**	.08	.00	.20	.09	.03	.76
Beliefs about Administration (I)							
Alfa Coefficient of Reliability (∝): .87							
11 Most of my students in the classroom struggle (want to learn) more for learning	.11	**.51**	.19	.04	.02	-.24	.41
16. Most of my students in the classroom do their homework only provided that they will be graded as (+positive, - negative) *	.14	**.57**	.28	.07	.02	.07	.36
21. Most of my students in the classroom can comprehend all subjects which are suitable for their levels.	.00	**.53**	-.05	-.08	.24	-.08	.37
28. Most of my students take no notice for lessons when I am more tolerated in the classroom*	.03	**.55**	.08	.38	.07	.04	.42
29 Most of my students in the classroom regard another's achievement	.00	**.57**	.04	.02	.20	.03	.45
33. Most of my students in the classroom are insensitive and involuntary about learning*	.04	**.69**	.01	.11	.06	-.16	.55
48. I believe that my students do the best for the educational activities in my absence in the classroom.	.15	**.35**	.09	.33	.16	05	.35
Beliefs about Students (II) Alfa Coefficient of Reliability(∝): 70							
6. I motivate most of my students for learning in a better way with the help of '+' or'-' grading.	-.03	.02	**.50**	.13	.07	-.07	.35
10. I control most of my students with discipline rules in the classroom.	-.02	-.06	**.70**	.09	.12	-.02	.55
20. I apply discipline rules in the classroom for the students who cause problems in order to force them into the lesson.	.04	-.27	**.59**	.11	.04	-.12	.45
37. I want my students in the classroom to perform my desires about the lessons without raising any objection	.03	.17	**.55**	-.07	-.23	.08	.36
43.The relationship with the students need to be based on the superior- inferior relations	.00	.10	**.60**	.09	-.06	.04	.38
47. I determine the rules to be obeyed in the classroom and declared them to the students.	.02	-.09	**.41**	-.03	-.06	.07	.26
Attitudes about Student Control (III) Alfa Coefficient of Reliability (∝):66							

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25.That school is like a big collective family	.41	.03	.02	**.70**	.08	.01	.58
34.Most of the teachers in this school try to work cooperatively for the student' achievement	.14	.00	.07	**.73**	.12	.02	.53
40. Most of the teachers in this school have opinions about the one another's personal background	.12	-.01	.09	**.32**	.26	.05	.29
Beliefs about Work Group (IV) Alfa Coefficient of Reliability (∝): 65							
14. The teacher can overcome family problems of the students with the help of successful teaching techniques	-.12	.20	.17	.24	**.39**	-.33	.57
23. So long as I struggle a lot, I can teach even the most troublesome students in my classes	-.03	.21	.09	.09	**.30**	-.15	.32
31. I rely on myself that I can apply new techniques in order to motivate a student through the lesson on the case that she/he creates problems.	.06	.35	.09	-.04	**.50**	.02	.23
Personal Teaching Efficacy (V) Alfa Coefficient of Reliability(∝): 45							
19.It is not possible for a student to obey discipline rules if he/she has not been disciplined within the family	.03	-.05	.05	.04	-.05	**.62**	.31
36. Although a teacher is capable of perfect teaching efficacy, she/he may not be able to teach most of the students	.02	-.26	.00	-.25	.05	**.36**	.27
42. A student's learning ability is, actually, related to his background	-.08	-.11	.03	.00	.40	**.49**	.21
46. The hours the students spend in the school are not sufficient enough to overcome the negative effect of homelife	.00	.00	.05	-.06	-.03	**.49**	.20
49. Owing to the fact that all those effects are taken into consideration, the teachers do not have strong efficacy on the students'achievement.	-.11	-.06	-.07	.12	.04	**.32**	.25
General Teaching Efficacy(VI) Alfa Coefficient of Reliability (∝): 46							

(*) Score is reversed.

Table 2

Correlations Matrix Between 6 Factors

Factors	**I**	**II**	**III**	**IV**	**V**	**VI**
Beliefs about Administration **(I)**	1					
Beliefs about Students **(II)**	.23**	1				
Attitudes About Student Control **(III)**	-.02	-.02	1			
Beliefs about Work Group **(IV)**	.34**	.16**	.12*	1		
Personal Teaching Efficacy **(V)**	.04	.38**	.14*	.19**	1	
General Teaching Efficacy**(VI)**	-.07	-.14*	.08	-.02	-.12*	1

• $p<.05$; **$p<.01$

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